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ABSTRACT

This report is concerned with bilingual bicultural education programs in Spanish and Creole French, offered in District 22, Brooklyn, New York. Student selection, class structure, staff characteristics, and monitoring of student progress are described. Curriculum materials are listed for the following: (1) bilingual French classes in reading, math, science and social studies (grades 1-6); (2) bilingual Spanish classes in phonics, reading, science, social studies, language arts, culture and math (grades 1-9); (3) English as a Second Language classrooms (grades 1-9). Observations regarding classroom environment, student/teacher/ paraprofessional interactions, project director capability, and parent involvement are presented. Procedures by which student performance data were analyzed, as well as the results of questionnaires administered to teachers, paraprofessionals, and bilingual project staff members are discussed. Also described are relations between teachers and project staff. It is concluded that, in general, the bilingual bicultural program is excellent and that its personnel function well. Several recommendations are offered for improving staff relations, student selection, staff skill utilization, achievement evaluation, parent participation, and teacher involvement in program planning and evaluation. (GC)

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ED185132

AN EVALUATION OF TITLE VII BILINGUAL/BICULTURAL PROGRAM

5075-87601, 51

1977-78 SCHOOL YEAR

COMMUNITY SCHOOL DISTRICT #22, NEW YORK CITY

FINAL REPORT

Title VII ESEA Program

Grant #G007700505

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July, 1978

Official Copy of this Evaluation, Approved as Submitted by the Community School Board Chairman and/or the Community Superintendent, District 22, on July 26, 1978.

RALPH T. BRANDE, SUPERINTENDENT

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PROGRAM GOALS AND OBJECTIVES

Under a Title VII grant, District 22 offered a program of Bilingual/ Bicultural Education in Spanish and Creole French. For children who spoke other languages or who had no bilingual program at their school, there were English as a Second Language classes.

District 22 advocated an approach in its Bilingual Program whose ultimate goal was the entry of each child into the regular class sequence when he/she had demonstrated sufficient command of English; until the children had acquired skills in English, they were eligible for the Bilingual Education Program. The theoretical basis of such bilingual programs was that by using the native language, in which the child was secure, as the medium of instruction, learning was not hampered by language deficiences. At the same time, children in the program received intensive instruction in English. In this way, the child could attain knowledge of English without having sacrificed growth in the native language or in academic skills.

The instructional objectives of this Program were in three major areas: 1) growth in language proficiency, including reading, in both the native language and English; 2) achievement in subject matter concepts in areas such as mathematics, social studies and science; 3) growth in knowledge of the native culture. The Program also had objectives in the areas of staff development and parent-community relationships.

PROGRAM DESCRIPTION

SITES -- District 22 had 7 bilingual classes located in 4 school buildings. (See chart on next page).

CHART I

BILINGUAL CLASSES

P.S. 269A	Spanish-English French-English	Grades 1-3 Grades 1-3
P.S. 269	Spanish-English French-English	Grades 4-6 Grades 4-6
P.S. 139	Spanish-English Spanish-English	Grade 1 Grade 2
JHS 240	Spanish-English	Grades 7-9

ESL CLASSES

P.S. 255	Grades 1-6
JHS 234	Grades 7-9
JHS 240	Grades 7-9

There were Bilingual Spanish-English classes for all grade levels from grades 1-9; some of these classes consisted of children from more than one grade, e.g., 1-3 or 4-6. There were 2 Bilingual French-English classes. The District offered intensive ESL classes at three schools -- two Junior High Schools and one Elementary School. In schools without bilingual and/or ESL classes, there were so-called "pull-out" programs, in which students from regular classes who lacked English skills came out of their classes for a segment of the day and received instruction in English. In schools where the number of eligible students was very small, the regular teachers received training and materials from the ESL resource specialist, so that they themselves assisted the non-English speaking child.

STUDENT SELECTION

Eligibility for the District 22 Bilingual Program was based on a score below the 20% on the English Language Assessment Battery (LAB), developed by the NYC Board of Education. The Spanish speaking children who fell below the 20% were also given the Spanish LAB. Of the 669 children found to be eligible, 212 were in Bilingual or ESL classes. The remainder, those eligible who were not in intact Bilingual or ESL classes, were in regular classes because either 1) there was no Bilingual or ESL class in their school and they did not wish to transfer to another school or 2) their parents, for one reason or another, did not wish them to participate in the Bilingual Program. In any case, all eligible students received some form of ESL instruction, as enumerated in the previous paragraph.

STRUCTURE

In the bilingual classes, all work was done in the native language, except for the daily ESL component. In some schools, the bilingual class joined the regular classes for art, music and gym classes. On the Junior High School level, the bilingual and ESL classes took their minor subjects with the regular classes. In addition, those in the Junior High School ESL classes who had begun to attain some competence in English were put into mainstream classes in appropriate academic subjects, such as mathematics.

STAFF

The Bilingual Program had a director who was fluent not only in English but also Spanish and French and had experience as a teacher in bilingual classes. His two assistants were also experienced teachers.

One supervised the French bilingual classes and the ESL components; the other oversaw the Spanish bilingual classes and the testing and cultural components of the Program. They had other duties including training teachers and paraprofessionals, providing appropriate materials, working with parents. The project staff director and two assistants made frequent visits to the classes, noting the students' progress as well as the performance of the teachers and paraprofessionals.

The instructional staff consisted of teachers and paraprofessionals, the majority of whom had prior experience in bilingual education or ESL instruction. On the elememtary school level, there was a teacher and a paraprofessional in each class; there was only a teacher in each class on the Junior High level.

MONITORING

In addition to the LAB, standardized tests of reading and general ability were given to all students in the Bilingual Program at the beginning of the year as well as at the end of the school year. Teachers monitored student progress, mostly on the basis of classroom observations. Report cards were sent home three times a year. The project staff, as noted, also observed the progress of the children in the Program.

MATERIALS

The two resource specialists for the district's program, one specialist for the bilingual Spanish classes and one specialist for the bilingual French and English as a second language classes, decided what instructional materials would be purchased with the allotted budget. Research was conducted by these staff members to determine what materials could best meet the curriculum of the program and they were in frequent contact with publishing companies so they were aware of all materials that were available for use. The decision to continue the use of, delete, or supplement various materials was made by the resource specialists. It was also the responsibility of these staff to instruct the teachers and paraprofessionals in the proper use of the selected materials.

The instructional materials which were used in the bilingual French classrooms are listed below according to grade levels and subject area.

GRADES 1-3

Reading

Je Veux Lire, Editions Pedagogia Inc., Quebec, 1970. French reader for the first reading level with two workbooks and a dictionary.

Je Sais Lire, Editions Pedagogia Inc. French reader for the second reading level also with two workbooks and a dictionary.

J'Aime Lire, Editions Pedagogia Inc. French reader for the third reading level with one workbook.

SRA in French. Individualized supplementary readers.

These instructional materials were evaluated by the resource specialist as excellent and will be used again next year.

Math

La Mathematique a l' Elementaire, Editions Du Pedagogique Inc., Montreal, 1973. Series of three texts for math levels 1,2,3.

These math texts will be used again in the following school year with additional supplementary workbooks.

Science

Je me Developpe, Irene Decoster, Librairie Beauchemin Limitee, Otawwa,1972. Text illustrating good hygiene for first grade level.

Je Coute les Conseils,Irene Decoster. Second grade level.

J'aime mon Environment,Irene Decoster. Third grade level, lessons on factors about the environment.

These three texts were found to be very satisfactory by the resource specialist and will be used next year. Teachers also utilized many teacher made materials to supplement the reading in these texts and supply the students with additional lessons in science to meet the curriculum. Next year texts on ecology, plant and animal life will be added.

Social Studies

Teacher made materials, maps of New York City, the United Stated, Haiti, France, and some Developmental Learning Materials (DLM) were utilized to teach the social studies curriculum. The few texts written in French available in this subject area included information about French speaking countries only and were not used for that reason. The resource specialist found that the teachers in the bilingual French classrooms made excellent use of the teacher made materials, maps and the DLM kits; to date there are no texts that have been found for use next year and these instructional devices will be used again.

GRADES 4-6

Reading

Lire et Parler, Fernarnd Nathan, Paris, 1967. French reader for first level.

Ecrire et Parler, Fernarnd Nathan. French reader for the second level.

Grammaire pour Ecrire et Parler, Fernarnd Nathan. French reader for the third level.

SRA in French. Individualized supplementary readers.

French Workbook, Regents Publishing Company. Exercises in French language skills.

These texts have been rated as excellent materials by the resource specialist and will be used next year.

Math

La Mathematique a l' Elementaire, Editions Du Revouveau Inc., Montreal, 1973. Series of three texts for math levels 4,5,6.

These texts will be used in the following school year with additional supplementary workbooks.

Science

Les Chemins de la Science, Addison Wesley, Quebec. Text for the fifth grade level was used for all classes.

This text will be used next year.

Social Studies

Teacher made materials, and maps of New York City, the United Stated, Haiti and France were used to teach content in this subject area. No adequate French texts in this subject area were available and next years instructional devices will be the same.

Most of the instructional materials used in the bilingual Spanish classrooms are listed below according to subject area. Some of the materials were specified for use in particular grade levels, yet most were used for all students according to ability.

Phonics

Profesor Cosme, Sullivan Associates.

Reading

Mira y Lee, Santillana. Book one.

Lee y Trabaja, Santillana. Book Two.

Trabaja y Aprende, Santillana. Book three.

La Ciudad, Santillana. Book four.

Otros Amigos Otras Culturas, Santillana. Book five.

Aprendemos a Leer, Laidlaw.

Nuestros Amigos, Laidlaw.

Del Campo al Pueblo, Laidlaw.

Aventuras Maravillosas, Laidlaw.

Conozcamos a Puerto Rico, Laidlaw.

Por Tierras Vecinas, Laidlaw.

Por los Caminos del Mundo, Laidlaw.

Aventuras por Mundos Desconocidos, Laidlaw.

Una Mirada al Pasado, Laidlaw.

Science

Ciencia, Addison Wessley.

Board of Education Manuals. Manuals for teacher use.

Social Studies

Por Tierras Vecinas, Laidlaw.

Por los Caminos del Mundo, Laidlaw.

Board of Education Manuals. Manuals for teacher use.

Language Arts

Spanish Now, Barrons. Grades 4 thru 9.

Everyday Spanish, Regents Press. Grades 4 thru 9.

Culture

Specific manual is available for teacher use.

Math

Matematica de Silver Burdett. Books 1 thru 9.

In addition to the above listed materials for all subject areas, there were many teacher made materials and games which were used to meet the curriculum plans of the program. Some of the texts used were rated by the resource specialist as excellent others as satisfactory. Additional instructional materials and texts will replace some of the materials that were found to be unsatisfactory for the upcoming school year.

Instructional materials used for the English as a Second Language classrooms are listed below according to grade levels.

GRADES 1-3

English Around the World, Scott,Foresman & Company, New Jersey,1975. Reader and workbook.The resource specialist felt that the content of this text was not stimulating for the students and it will not be used next year.

The Magic of English, Harper & Row, New York 1970. Workbook emphasizing language experience.

The Vocabulary Builder, Dorothy Gabel Liebowitz, National Text Book Company, Skokie, Illinois, 1977. Text focusing on basic second language skills.

Developmental Learning Materials. Some of the kits used include; Association Picture Cards, Rhyming Cards, Compounding Words, Animal Puzzles, Contraction Board, Reaction Cards, Written Language Cards, Word Hunt. All of these materials have suggested lesson plans and were evaluated by the resource specialist as excellent devices for teaching many subjects.

The materials used in these grade levels were evaluated as excellent by the resource specialist; all of these will be used again next year. The Miami Linguistic Series,a series of readers with workbooks, will be added in the following school year.

GRADES 4-6

Steps to English, Doris Kernan, McGraw Hill, New York, 1974. Two texts, levels one and two, with workbooks.

Elementary Reader for English, Robert J. Dixson, Regents Publishing Co.,1950. Reader for level one.

Easy Reader in English, Robert J. Dixson.

All of these texts will be used in the upcoming school year.

GRADES 7-9

Steps to English, Doris Kernan, McGraw Hill, New York, 1974. Book three.

Lado English Series, Robert Lado, Regents Publishing Company, 1970. Series of three texts with workbook and extended teacher's manual.

Selections for Developing Language Skills, Finocchiaro and Lavenda, Regents Publishing Company, 1973.

Counting Money, Workbook appropriate for all grade levels.

Our United States, United States Government Printing Office, 1971. Text focusing on becoming a good citizen.

The materials used for these grade levels were rated by the resource

specialist as excellent and will be used again next year.

OBSERVATIONS

All 7 bilingual classes were visited several times as well as the ESL components. The project staff and the principals of the schools housing bilingual classes were interviewed.

In all classrooms, the physical setting was bright and cheerful. There were colorful posters depicting varied cultural or language information. There were drawings done by the children, charts, mobiles, maps, etc., many of the decorations, in addition to lending color, offered information and encouraged learning.

The size of each class was less than 25 in all the schools. The space in the classrooms was usually adequate to allow the class to break up into small groups for individualized learning. However, it was in the two smallest classrooms, those of the bilingual French classes, that the enthusiasm and involvement in learning were most clearly demonstrated. Although there was little room for maneuverability in the French bilingual class in P.S. 269, the teacher and the paraprofessional each were working with separate groups of children in mathematics; one used the blackboard and the other a large pad. In spite of the extremely close proximity, each group of children in this class was attentive and responsive.

In all the classes visited, the teachers were very involved with the children; there was a great deal of interaction between teacher and students. The activities were varied so that the children were using and acquiring reading, writing and oral skills. For the most part, the children were participating in learning activities with great energy and enjoyment; the higher the grade level, however, the lower the level of involvement and enthusiasm of many of the students.

All of the teachers in the bilingual classes spoke the children's native language as well as English with fluency. Some of the teachers were more inclined to use individualized instruction than others who chose to follow more traditional styles. There were many bilingual materials in addition to the aforementioned room decorations; in use were mathematics texts and workbooks in the French bilingual classes, readers of various levels in both Spanish and French, some audio-visual equipment in an ESL class.

Many of the paraprofessionals not only served to free the teacher from the burdens of a larger class, but were in their own right effective and capable instructors. Some of the paraprofessionals seemed to be insecure and less assertive than others.

The children in many instances spoke English among themselves; in one class even though the teacher addressed the class in Spanish, several students responded in English. One evaluator spent ten minutes speaking English with a student; the child's comprehension was perfect and he spoke in unaccented English.

After lengthy interviews with the three professional members of the bilingual project staff, they were found to be very competent; they were hard-working, highly motivated and had a deep desire to help the teaching staff and the children in every way possible. They also had a great deal of knowledge and strove to share it with others by giving workshops or working singly with instructors in need of assistance. They have found that the paraprofessionals were more willing to seek help than were some teachers. The project staff had also tried to foster parent involvement; there were meetings held for the entire staff and community

approximately once a month, but few parents attended. The project staff was in contact with parents, as were the teachers, whenever there was a child with a learning or an emotional problem.

The Project Director, who had two years of prior experience in this district, was highly capable, aware of what was happening in every classroom under his jurisdiction and was available to teachers and staff at all times. He willingly supplied all data and information requested by evaluators with no delays. He was very well organized and was prompt in making reports to all agencies. In one visit to a classroom, he was observed giving a demonstration lesson in which he revealed his competence as a bilingual teacher and his knowledge of pedagogic principles as well as his ability to animate and involve the bilingual students.

PARENT INVOLVEMENT

Two workshops were held for the parents of children in the bilingual ESL program, one in the autumn and one in the spring. Attendance at both of the workshops was fewer than ten parents at both sessions. Attendance at the five open school nights was also less than 10% of the total number of parents. Notices for all parent-teacher events were sent out in at least three languages -- French, Spanish, and English. The teachers who contacted parents personally reported that on a one-to-one basis the parents were extremely responsive and interested in discussing their children and in the functioning of the program.

DATA ANALYSIS

The progress of the students in the Bilingual/ESL program was measured by several standardized tests administered on a pretest and post-test basis. The so-called pullout group which consisted of those students who were eligible for bilingual classes but for one reason or another did not enter a bilingual class was used as a control group; the pullout students were enrolled in regular classes but received 3-5 hours per week of intensive ESL instruction. The achievement of the bilingual classes was compared to the achievement of the control group. The data analysis utilized only those tests that were administered to both the bilingual and the pullout classes; these tests were: SESAT-English which included math concepts and aural comprehension; SAT-Reading and SAT-Math. All test data were supplied by the school district; some of the tests were machine scored while others were scored by the teachers.

To compare achievement in the Bilingual/ESL setting with achievement in the non-bilingual setting, an analysis of covariance procedure with pre-test scores as a covariate was used. This method allowed for investigation of differences between the groups over and above the influence of pretest scores.

The results of the comparison of the groups on the SESAT-English revealed no significant differences in achievement. (See Table A). This result may be attributable to the fact that the bilingual classes allocated only a small amount of time (5 hours per week) to intensive English, as did the pullout group. The results of the comparison of the groups on the SAT-Reading indicated significant differences among bilingual, ESL and pull-out groups but no significant differences between bilingual and pullout groups (See Table B). The results of the comparison on the SAT-Mathematics also

Table A

Comparison of Bilingual vs. Pullout Group on SESAT

	Bilingual	Pullout	F Value	Significance Level
Pretest Means	10.46	12.48		
Post-Test Means	30.08	30.37	.94	n.s.

Table B

Comparison of Bilingual vs. Pullout vs. ESL Groups on SAT Reading

	Bilingual	Pullout	ESL	Overall F Value	Signif. Level	Biling. vs. Pullout F Value	Significance Level
Pretest Means	14.23	16.28	3.1				
Post-Test Means	22.78	24.36	15.4	6.51	.002	.55	n.s.

Table C

Comparison of Bilingual vs. Pullout vs. ESL Groups on SAT Math

	Bilingual	Pullout	ESL	Overall F Value	Signif. Level	Biling. vs. Pullout F Value	Significance Level
Pretest Means	13.77	20.88	8.72				
Post-Test Means	33.15	29.02	24.05	4.51	.01	5.94	.02

indicated significant differences overall; there were also significant differences between the bilingual and pullout groups (See Table C).

These results indicated that since the time spent in intensive study of English essentially was the same in both the bilingual and the pullout groups, it was understandable that achievement in reading English was not significantly different. In mathematics, however, the bilingual classes received instruction in the native language, while the pullout classes received instruction in the regular classroom in English;the results on the SAT-Math indicated that those students who received instruction in the native language achieved higher scores in mathematics than those whose instruction in math was in English.

In summary, the achievements in comprehension and reading in the bilingual classes were commensurate with those of similar students in the regular (pullout) classes. The achievement in the bilingual group in math significantly exceeded that of similar students in the pullout classes. This data would confirm that the program's objectives of teaching academic skills in the native language, while providing instruction in English language skills, had been met.

TEACHER QUESTIONNAIRE

All of the teachers in the bilingual program were interviewed intensively in the following areas: professional background and experience, classroom procedures, curriculum, dealings with students, parents and staff, and program objectives and policies.

Most of the teachers were experienced, having taught other bilingual classes as well as classes in non-bilingual settings. One teacher was lacking in experience; however, she was pressed into service in the middle of the second year due to the sudden departure of the previous teacher. Another teacher was teaching a bilingual class for the first time, but had been working as a paraprofessional in a bilingual setting for three years prior to her appointment as a teacher to a bilingual class.

Many of the teachers had been teaching in District 22 for several years. All of the teachers except one had graduate credits in bilingual education. Some had obtained their Master's degrees and a few of the teachers had done graduate work beyond the Master's level.

All of the teachers were fluent in both English and the native language. Some of the teachers were born in foreign countries and learned English here; the other teachers were born in the United States and learned Spanish or French in their homes and/or in school.

In their classrooms, the teachers used the native language except in the daily ESL segment and on the occasions when they desired to reinforce a concept and felt that the children should know the English terminology, especially when there were scientific terms utilized. As the year progressed, most of the teachers were using more English in their classrooms following a directive from the school board which felt that those children who were going into the mainstream needed additional instruction in English.

Most of the teachers were satisfied generally with the instructional materials that had been provided for them. Many of them,however, had complaints in specific areas. In the lower grades, all of the teachers complained about the English readers that were used, but they noted that next year other readers would be substituted. The teachers of the lower grades also found the Spanish math books to be inadequate and regretted that there were no social studies or science books in Spanish. In the upper grades the primary complaint was that the social studies and science books in the native language were too difficult for these students. Some teachers had access to machinery such as tape recorders or projectors; those who did not have such machines all expressed a desire for them. A number of the teachers felt that the materials had been thrust upon them, that they hadn't been consulted about their needs or preferences before the school year began. Other teachers noted that they had been consulted before the year began. Teachers discussed their opinions of the materials with the bilingual staff during the year.

All of the bilingual teachers were assigned paraprofessionals at the beginning of the school year. In one of the classes the paraprofessional was dismissed in the middle of the year. The teacher in this class was not given a replacement and expressed the opinion, as did other teachers, that if one can't have a good paraprofessional, it is better not to have one. However, in most of the other classes, the teachers were pleased with the performance of the paraprofessional and noted that the presence of the paraprofessional was extremely helpful to the conduct of the class. Some teachers remarked that without the paraprofessional the complexion of the classroom would be changed totally and that the

efficicacy of their teaching would be blunted.

The teachers found having a paraprofessional especially helpful in the classes where there were more than one grade. The paras were used in different ways by teachers; some teachers relegated a portion of the class to the para and, in effect, this group of children was their responsibility, and other teachers had the para deal with the children who had been absent or who were behind the rest of the class. Most of the teachers worked together with the paras in planning the class activities, while others simply oversaw the lesson plans of the paras.

All of the teachers found the time allotted for preparation periods too short; they all required a great deal of additional time for planning their lessons. Many of the teachers used their preparation periods to consult with their paras and, thus, were left little time to work on their plans. Since many of the teachers found inadequacies in some materials they found it necessary to devote time in creating their own materials.

The bilingual project staff (project director and two resource people) was judged very helpful by most of the teachers. The major reason for contact with the resource people was to discuss materials; the project director was consulted about administrative matters. The teachers saw the staff frequently in their classrooms and the majority of the teachers expressed satisfaction with the performance of the bilingual project staff. (This subject will be discussed further in another section of the report.)

The special workshops that were offered received mixed assessments from the teachers. Some felt that they were not particularly edifying and that their time could have been spent more wisely in their own classes; others felt that some of the workshops on ESL were interesting but that one day's demonstration was not sufficient for the teachers to be able to incorporate some of the concepts in their own teaching.

All of the teachers felt that having more than one grade assignment per teacher was extremely difficult; within each grade there were many ability levels and in dealing with a multi-graded class one had to handle children in over 5 different ability levels. Not only were the logistics of this arrangement difficult, but lesson planning and creation of materials became more complicated as well.

Some of the teachers had frequent contact with the parents because they strove to keep the parents informed of all the classroom activities and of their child's performance. Other teachers had minimal contact with the parents, contacting them only when there was a problem or when permission for a trip was needed.

None of the teachers was asked to take part in formulating the goals and objectives of the district's program; each of the teachers thought that participation of the teachers in this process was important and that they should have had a role or have been consulted. They felt that their experience in the classroom gave them important knowledge about reasonable goals and expectations in a bilingual setting.

The decisions about retaining a student in the bilingual program was made on the basis of the LAB test. All of the teachers decried the use of this test as the sole measure for retention in the program. Aside from the deficiencies of this particular test, which all the teachers noted, they also felt that the teacher's year long observation of a child should be a component in the decision-making process about a child's language ability.

Almost all of the teachers were in agreement with the overall concept of the district's bilingual program. They were in favor of

a transitional approach whereby a child remains in the bilingual program until he/she is able to function well enough in English to be transferred to the mainstream. Several teachers, however, felt that the transitional approach concentrated too much on speeding the children out of the bilingual setting, on getting the child into the mainstream, and not enough consideration of the importance of the bilingual heritage.

PARAPROFESSIONAL QUESTIONNAIRE

Interviews with paraprofessionals for the four bilingual Spanish and one bilingual French elementary classrooms were conducted. Questions asked pertained to ethnic and educational background, prior teaching experience and training, classroom responsibilities, compatibility with the teacher and utilization of the School District bilingual staff.

Paraprofessionals for the bilingual Spanish classes spoke both Spanish and English fluently; one is a native of Puerto Rico, and three were born in the United States, one of Puerto Rican descent and the remaining two married to Puerto Ricans. The paraprofessional in the French bilingual classroom is a native Haitian, speaking French fluently and English fairly well.

The bilingual Spanish personnel reported that they had worked for School District 22 as paraprofessionals in bilingual classrooms for three to five years, with the exception of one French paraprofessional recently hired in September 1977. Prior to receiving these positions all but one of the paraprofessionals had children in the School District and were active members in the Parent Teacher Association. One paraprofessional was recruited from a special education classroom in the School District, another was recommended for the position by a former high school teacher, two were previously teacher aides for the School District and one became aware of the open position at a Parent Teacher Association meeting. Two of the Bilingual Spanish assistants had experience as paraprofessionals in elementary school classrooms prior to receiving their present positions; one reported two years experience in a special education classroom in School District 22 and the other reported working in pullout programs, an English as a second language classroom, bilingual classrooms and traditional classrooms for a total of six years as a teacher's aide and later as a paraprofessional also in School District 22.

A third paraprofessional volunteered as a teacher's aide for "many" years previous to the present job and the remaining two paraprofessionals reported no prior teaching experience before employment at their present positions. Paraprofessionals were provided with ongoing instructional training in teaching methods and material use in workshops held by the School District's Bilingual Project Director and Resource Specialists.

The classroom responsibilities and instructional duties were reported by four of the paraprofessionals as indistinguishable from those of the teachers. In all of these instances the paraprofessionals stated that they had designated groups of students whom they consistently worked with; they independently formulated their lesson plans and constructed additional instructional materials if needed. These four paraprofessionals reported that the classroom teacher acted as a director of the paraprofessional and offered excellent assistance, evaluation, and explicit directions when needed. One paraprofessional stated her duties as an assistant to the teacher and received designated instructional duties from the teacher on a daily basis for all students. The paraprofessionals reported having a very good rapport with the teacher and expressed that much of what occured in the classroom was mutually discussed. An additional role cited by three of the paraprofessionals included parental interaction which involved familiarizing parents with their child's behavioral and academic standing in the classroom.

Frequent encounters with the District's bilingual program Project Director and Resource Specialists were reported by all of the paraprofessionals. All but two of the paraprofessionals evaluated all of these staff members as extremely helpful and excellent in their assistance pertaining to material use, instructional methods and student behavioral and academic problems. Two of the paraprofessionals expressed dissatisfaction with one particular staff

member yet emphasized that the other bilingual staff members were extremely helpful. All of the paraprofessionals expressed freedom to approach at least one staff member at any time and reported the staff's consistent visits to their classrooms offering advice to the paraprofessionals.

BILINGUAL PROJECT STAFF INTERVIEWS

The bilingual project staff consisted of the Project Director and two Resource Specialists; they were interviewed during the year and at the end of the school year. They all have had experience as teachers in bilingual and/or ESL settings; the Project Director headed District 22's bilingual program for two years prior to this one. The three staff members all have at least one Master's degree as well as many credits beyond this level. Two of the staff participated in setting the program's goals and objectives; the third member would like to take part in this aspect of the program. One of them felt that teachers should not be involved in planning the program, while the other two staff members felt that the teachers had knowledge and experience that was important to consider and that if the teachers participated in the planning they would feel more a part of the program.

All the staff members made several visits per month to each classroom; in addition to observing the teachers, the staff had given demonstration lessons. Some teachers had approached the staff members for assistance with materials or methodology. In addition, the Project Director had been contacted about personnel complaints, trips, as well as pedagogic techniques. If the staff observed a teacher who performed below standards, the usual procedure they followed was to work with the person; if this failed, the principal was contacted.

The paraprofessionals were hired by the Project Director with the

assistance of the two Resource Specialists. Two paraprofessionals had to be dismissed; all of the paras worked closely with the staff during the year and much of their work was reviewed on a weekly basis. The training sessions that were held for the teachers and paraprofessionals were considered successful by the staff, although one of them felt that not all of the teachers used what they had learned in the classroom. These training sessions were planned by the Project Director and one of the Resource Specialists; one of the Resource Specialists felt that more emphasis should have been given to the special techniques that one needs to teach a bilingual class.

Although some of the staff had friends in programs in other school districts, there was no formal coordination among bilingual programs in the city. All of the staff members used the Bilingual Resource Center of the New York City Board of Education for information about materials and some had been in contact with the ESL office at the Central Board. The materials in the program were selected by the two Resource Specialists; there was some consultation with the teachers about what materials they would like to have, but the final assessment of the material was made by the specialists.

Staff members agreed that the participation of the parents in the program was minimal; they all felt rather hopeless about this situation, but one of them suggested that involving the parents in some type of performance by their children might be a way to attract them into the school.

The testing program was run by the Spanish Resource Specialist with assistance in some scoring given by other staff members. It was felt that there was too much testing and that perhaps two to three weeks time had been devoted to administration of tests. The selection and retention of children in the program was accopmplished by using the LAB test; there were different appraisals by the staff of this procedure. One felt a valid test other than

the LAB should be used and that test alone would provide adequate selection criteria; another staff member felt that for purposes of selection for retention in the program the teacher's assessment must be considered, especially because the LAB has been found to be invalid.

Among the strengths of the program cited by the staff are support from the district office, caring participants, good teaching. The staff felt that ideally education would be bilingual, i.e. every child would take part in a school program in which two languages would be used. One staff member felt that in the primary grades a child who could not function in English would be better off in an ESL class than in a bilingual class since attaining skills in English should be the foremost goal; in the higher grades, the staff member noted, where one needs knowledge in subject matter areas, a bilingual program is acceptable. Another staff member felt that the "Transitional" approach of this district was not the best and that the use of 50% English-50% native language during the last months of the year was not appropriate.

Two of the staff members felt that they had excellent relationships with the teachers and paras; there was a free and open interchange of advice and opinions. The third staff member had excellent relationships with the "good" teachers but found the less experienced teachers to be recalcitrant to suggestions and hostile to advice from someone with more knowledge and experience. There was also considerable friction among the three staff members and although they were able to perform their jobs, this breakdown in relationships seriously affected their work.

TEACHER-PROJECT STAFF RELATIONS

In May,1978 among the questions put to all the teachers were a few about their evaluation of the project staff. (The teachers' responses can be found in the section: Teacher Questionnaire).Their responses, however, must be tempered and reviewed in the light of subsequent events.

On June 21,1978, all teachers, paraprofessionals, and bilingual project staff attended a human relations workshop at the District Office. At one point in the day, one of the evaluators was present when all of the workshop participants met with Deputy Superintendent Zahn in order to voice their grievances with the program. Although some of the teachers expressed reluctance to speak in such a setting, what emerged as the central complaint was the difficulty they had in their relationship with one of the Resource Specialists. Some teachers and most of the paraprofessionals claimed that this Resource Specialist caused them great unhappiness due to the manner in which they were treated, the lack of support, the intercession and blocking of their attempts to contact the Project Director, etc. They felt harassed and thwarted by this specialist's actions. They claimed that the situation was so serious that their effectiveness as teachers had been hampered and their enjoyment of their work had been diminished. However, several other teachers claimed that they had not had any problem with any member of the staff and that they had been pleased with the assistance they had been given. The meeting ended when Deputy Superintendent Zahn indicated that he would meet with the three Project Staff members.

Because one of the evaluators was present when the above charges were made, the three members of the project staff were questioned about the situation. The person against whom the charges were made declined to speak extendedly about the charges, stating that as a professional person there was no need to dignify the teacher's claims; the specialist attributed the teachers'

remarks to their immaturity, their tendency to feel threatened by suggestions, their inexperience as teachers. This Resource Specialist also felt that they were in league with the Project Director who was also threatened by this specialist and who undermined many of the specialist's instructions. Both the Project Director and the other Resource Specialist acknowledged that they, as well, had had difficulty in their relationship with the Resource member against whom the charges were made. They felt that the specialist's manner of dealing with people was improper; there was not a lack in substantive knowledge but rather in knowing what responsibilities were this specialist's and in knowing how to resolve differences. They claimed that the specialist interfered in matters that were not in this specialist's province and that this specialist would contact the Deputy Superintendent with any complaint about these two other project staff members or a teacher or whenever the specialist's views were challenged instead of having open interchange among peers.

CONCLUSIONS

In general this is an excellent program and other than the exceptions noted, the personnel in the program functioned very well.

On the basis of the test data as well as observation and interviews, it can be concluded that many of the objectives of the District 22 Bilingual program have been met. The instructional objectives which are central to a program that wishes to improve the educational levels of students with limited skills in English, were met. There has been progress in the academic skills such as mathematics where students have been instructed in the native language. In addition, the bilingual students have shown progress in English, including reading, commensurate with that of their peers in the regular classes. The success in these instructional objectives seems to be due to the hard-

working teachers and paraprofessionals and profect staff and to the fine organizational skills of the Project Director.

The objectives that have not been met are in the areas of "Staff Objectives" and "Parent and Community Objectives." With regard to the latter, the objectives of informing the community of the activities of the bilingual program were met, but the involvement of parents was not increased , nor was the district successful in increasing the parents' English fluency through participation in workshops, since the parents did not attend such scheduled workshops.

As for Staff Objectives, the District 22 program did involve many teachers and paraprofessionals in course work at NYU and other universities. However, due to the dissension between many members of the instructional staff and one of the project staff, the goals of teacher training and knowledge of instructional materials were not reached to their fullest potential;some of the teachers were not consulted or informed about the kinds of materials that were available. Because of the discord, some teachers and paras attempted to reduce the extent of their contact with this Resource member, thereby being deprived of the information that such a specialist ought to provide.

RECOMMENDATIONS

1) Since many of the teaching staff complained about one Resource Specialist and since the two other project staff members also complained, it is recommended that something be done to alleviate the friction that this specialist has engendered among staff and teaching members of the program. There should be closer monitoring of the relations between this Resource Staff member and the teaching and Project Staff. If the situation is not altered, the already volatile situation between teaching and project staffs would intensify next year and vitiate the goals of the program.

2) There should be discussions with the Central Board about the consideration of a test other than the LAB for identifying students in need of bilingual education, since it appears that many in the bilingual program are comfortable, if not fluent in English.

3) A more formalized procedure for the utilization of the skills of the project staff should be established. Few teachers approached the staff for training in technique, and when the staff makes suggestions to the teachers, many of them feel insecure. Monthly seminars for all teachers might allow the knowledge of the staff to be provided more effectively.

4) All standardized test data should be scored by persons outside the program. The fact that much of the scoring is now done by the teachers leaves the program open to charges that the test scores have been manipulated either to validate the program or to allow retention of sufficient numbers of students in the program to merit continued employment of bilingual personnel.

5) To encourage increased parent participation, activities that also include their children, such as a student performance, could be held in conjunction with parent workshops. This might increase the numbers of parents in attendance.

6) A larger classroom should be located for the bilingual French class, grades 4-6, at P.S. 269. Although the teacher and paraprofessional are doing an excellent job in such cramped quarters, learning would flourish even more were there additional space and flexibility.

7) Since most of the teachers of bilingual classes spent their two preparation periods in consultation with their paraprofessionals, arrangements should be made for additional preparation time during school hours for the teachers of bilingual classes.

8) Teacher participation in the program planning as well as in revising present program goals should be considered.

9) Since none of the teachers received copies of the interim evaluation report nor the reports of many other outside visitors to their classrooms, it is recommended that all professional participants in the bilingual program be shown copies of evaluation reports.